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ABSTRACT

The purpose of this Invitational Conference on Educating the Disadvantaged in Rural and Urban Settings, held under the sponsorship of the Division of Education at Geneseo, was to identify the common educational problems of the disadvantaged in both rural and urban settings in order to facilitate action on the educational, administrative, and legislative fronts. Educational, administrative, and legislative leaders in New York State and at the national level were invited to participate along with graduate students and workshop participants. The conference's focus was set on "The People" by the keynoter, Father T. Weider. Representatives of legislation and of administration at the national and state levels provided both background and projections about the problems of education of disadvantaged from their particular vantage points. During the afternoon session, the conferees met in six separate groups to discuss various issues. After meeting for about an hour and a half, everyone reassembled to hear the reports from each group. The conference concluded with a statement of reaction by Roy Edelfelt. (JM)

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CONFERENCE PROCEEDINGS

INVITATIONAL CONFERENCE ON EDUCATING THE DISADVANTAGED IN RURAL AND URBAN SETTINGS

August 6, 1969

Eva Harriet Goff, Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Division of Education
State University College
of Arts and Science
Geneseo, New York

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To acknowledge those whose help has made a publication possible is an editor's pleasure. There are several people to whom this editor is indebted. Some deserve particular mention.

William Cotton, Director of the Division of Education, provided the needed administrative support and climate to permit the preparation of this publication. Members of the staff of the Instructional Resources Center produced the videotape and audiotape recordings from which transcripts of the conference were made. Some early phases of the transcript production and editing were undertaken by Luella Schumaker and Edward Lindsey, respectively. Copy editing, prior to the final typing, was done by Merrill Murray. The typing responsibilities fell into the very capable hands of Marjorie McWilliams. Cheerful and able assistance with many details of procedure was provided by Glenda Siraguse.

Editing of the presentations of those who spoke at the conference was done mainly to preserve space and to clarify the spoken ideas. It is hoped that the editing has remained true to the intentions of the oral presentations. As with all publications, credit for the strengths of this publication must be shared with those who have made the publication possible. Blame for the weaknesses must be directed to me alone.

E.H.G.

EDITOR'S PREFACE

On August 6, 1969, an Invitational Conference on Educating the Disadvantaged in Rural and Urban Settings was held under the sponsorship of the Division of Education at Geneseo. This publication is a report of the proceedings at that conference.

The State University College at Geneseo was a particularly appropriate setting for a conference on educational problems of the disadvantaged. A program in the Education of Teachers for Migrant Children, awarded Special Recognition in the AACTE Distinguished Achievement Award Program, was in its fourth year of operation. The New York State Center for Migrant Studies, funded by the New York State Education Department, was located on the campus and has contributed to effecting inter-state cooperation in the migrant education field.

Programs in Urban Education were also present on the campus. For two years a Graduate Urban Education program was operated with enrollments steadily increasing. This program has been supported by and conducted in cooperation with the Center for Cooperative Action in Urban Education of the Rochester Public Schools. Initiation of an Undergraduate Urban Education Program was also anticipated for September, 1969.

The concerns of on-campus personnel concerned with the existing programs and the appearance in current literature of statements about problems of those migrating from the rural to the urban settings led to the planning of the conference held on August 6, 1969. Educational, administrative, and legislative

leaders in New York State and at the national level were invited to participate as were graduate students and workshop participants who, in August, were participating in our on-campus programs related to teaching the disadvantaged. The purpose of the conference was to identify the common educational problems of the disadvantaged in both urban and rural settings in order to facilitate action on the educational, administrative, and legislative fronts.

After initial words of greeting on the morning of August 6, the conference's focus was set on The People by the keynoter, Father Timothy Weider. Representatives of legislation and of administration at the national and state levels provided both background and projections about the problems of education of the disadvantaged from their particular vantage points. The heart of the conference lay in the afternoon session when all those attending the conference met simultaneously in six different groups to discuss and to identify what they believed to be the common problems of the disadvantaged in either setting. After meeting for about an hour and a half in the various groups, everyone reassembled to hear the reports from each group. The conference concluded with a statement of reaction by Roy Edelfelt.

It is hoped that the publication and circulation of the Conference Proceedings will contribute to fulfilling the conference's purpose. I trust that the content will provide food for thought and a stimulus to action.

Eva Harriet Goff,
Conference Coordinator
State University College
at Geneseo
September, 1969

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Conference Proceedings

GREETINGS

Department of Health, Education
and Welfare

Robert H. Finch

I am very pleased to extend warm greetings to the participants in the Invitational Conference on Educating the Disadvantaged in Rural and Urban Settings.

Poverty and deprivation are not confined within narrow geographical boundaries. Children from poor and culturally deprived families share many of the same severe handicaps, whether they live in city slums or rural pockets of poverty. Today, at a time when many of the residents of our inner cities are recent migrants from the countryside, it is particularly important to identify the common needs of disadvantaged children and the common problems encountered by educators in confronting them.

I congratulate you on the service you are performing in helping to focus attention on this vitally important area of education and wish you a highly successful and productive conference.

State University of New York

James Smoot

I am pleased to have been given the pleasant assignment of bringing greetings from Chancellor Gould who could not be here today. We commend the conference planners and the college for this conference.

My assignment is somewhat awkward, however, for it is difficult to surmise what another might say in any given set of conditions. Actually, to have a black participating in a conference on the disadvantaged is quite the "going thing." I can also lay claim to past disadvantagedness by citing my having lived in a rural community in West Virginia. I attended a segregated one room school house; and since no one told me I was disadvantaged, I attended college even though I had no money. My own background permits me to speak from the rural experience.

My ability to speak about urban problems (which in New York primarily means problems faced by black, Spanish speaking, and poor white youth and adults) stems from the fact that I am in an office charged with responsibility for helping to solve them.

My assignment today carries more awkwardness with it; I looked through the May, 1969, issue of Geneseo's Alumni News for evidence of help at this college for the disadvantaged, over and beyond Dr. Mattera's work with the migrants. I could not find it. I am afraid our credibility gap with the poor, rural and urban, is subject to question.

Further awkwardness stems from the newspaper's account of the House's voting over a billion for defense spending, with a million or more intended for deployment of the ABM matter. We are going to talk

about innovative ideas today, knowing that Congress and the New York State legislature may not see the same priorities that we see.

In spite of all these awkward matters, I am glad to be here to participate in this conference.

State University College
at Geneseo

Robert W. MacVittie

I did not anticipate that I should begin this conference by feeling disadvantaged. My speaking after Vice Chancellor Smoot places me in such a position. May I suggest, incidentally, that the June, 1968, issue of the Alumni magazine, Dr. Smoot, provides evidence of Geneseo's other interests in the disadvantaged?

Let me tell you how pleased we are to provide the facilities and the resources to permit consideration of very socially significant problems. One of our state university's newest responsibilities is the education of the disadvantaged - not just providing it, but seeking to improve it. There are few today who would deny this responsibility, new and complex though it is.

An even more complicating factor is the considerable migration of the many disadvantaged as they move from rural to urban settings. Urban services and education must certainly be responsive to their users. President Martin Meyerson of the State University of New York at Buffalo, in a recently published article, stated:

> . . . the mainstream of urban reform in America is faced with disenchantment . . . which comes at a time when in the news media and in political discourse vir-

> tually all domestic issues are grouped under the rubric of the 'urban problems'. . . .[1]

He continues in his splendid article to indicate that there are several themes to advocate as the basis for a new style of urban reform and the need for a wide and a politically feasible alliance or coalition of forces to achieve it. One of President Meyerson's last comments in this excellent article states that "education will be seen as the means for creating that set of sentiments and that climate in which new urban reformation can but be furthered."[2] The State University College at Geneseo, therefore, is grateful for this opportunity to encourage and to foster the gathering of thoughtful people and leaders from many areas of our complex society to focus on one more of the major issues of our times.

How can we help pupils make the transition from a rural to an urban situation? What educational problems are common to both settings? How may teachers, administrators, legislators, and other leaders coordinate their efforts to meet this challenge? These are some of the questions which you must quite obviously face today. May our facilities and plans and your discussions permit the identification of the educational problems to be solved and, more importantly, the wisdom to face them.

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[1]Martin Meyerson, "The Conscience of the City," Daedalus (Fall, 1968), p. 1410.

[2]Ibid., p. 1429.

Division of Education

William Cotton

The style these days, as Dr. Smoot indicated, is for each person to "do his thing." Perhaps you have noted the similarity of meaning of that phrase to the motto of the State University of New York: "Let each become all he is capable of being." The goal of the University of the State of New York, set twenty years ago, is relevant to today's thrust. It remains for the students, faculties, and administrators of the various colleges of the University to actually put that motto into effective operation in terms of today's problems.

At Geneseo, particularly in the Division of Education, we have given direct attention to the education of teachers of disadvantaged children in both rural and urban settings. It is our hope that this effort will, in the end result, help children "do their thing" a little better.

It is important to note and acknowledge that our Geneseo effort could not have even been started without the real and firm support of two other organizations also devoted to helping children get a better break in life - the New York State Education Department and the Center for Cooperative Action in Urban Education of Rochester. We gladly share with these two organizations any achievements that we have made.

Today in this conference we enlarge the scope of our effort to include many other organizations, schools, and colleges. The problem we approach is big enough for all of us.

KEYNOTE ADDRESS

The People

Timothy Weider

This morning, I will try to put this conference into perspective. We will talk about America and about American values because it is in the values that Americans hold that education in America has its meaning.

In considering American values, we might study the fact that the teenage rock and roll star gets ten thousand dollars for a fifteen minute appearance on television; but the doctor performing brain surgery and saving a life on the operating table for the same length of time gets fifty dollars. These differences say something about American values. That we are spending more money protecting migratory birds than educating migrant children also says something about American values.

What are American values?

Democracy is a value: government of, by, and for the people. Democracy is a value we are shoving down the throats of the Vietnamese people today with gun butts. Yet, here in our own nation, we do not yet have democracy.

Do we believe that this is a democratic nation? Do we remember Miami and Chicago in 1968? Do we know what our representatives did yesterday in Albany and will do tomorrow in Washington? Do we know who our representatives are? No. And, we do not become involved until a pressure group gives us a handbill. They tell us what to write and then, for our information, who our representatives are to whom we should write. Then we call this a democracy.

"Politics" today is a dirty word. Immediate reaction to the word "politician" is usually negative, yet politics is that profession that gives this nation direction.

Do we have government of, by, and for the people? To how many people that we stopped on the street could we say, "Look, our government is in trouble. We need your help. Would you mind giving a few days to help out the government?" What kind of response would we get?

We complain about the politicians who raise our taxes and make life difficult for us. We complain about the people who are called public servants, whose responsibility it is to carry out the mandates that <u>we</u> give them; but how many people are aware of the fact that it is <u>our</u> mandates that they are supposed to carry out? If people are not aware of this, we are to blame.

Does democracy really exist as an American value?

Religion has been an American value. Our Judaeo-Christian culture is founded on the basic belief of loving one's neighbor. But how many Americans know what love is, and actually love their neighbors? To prove the point of my question, let us consider Johnny.

Johnny is in the fifth grade. Say to him, "Johnny, let's play the word association game. Tell me the first thing that comes into your mind when I say the word 'love'."

Johnny will tell you that love is True Love Magazine, mushy movies, "making out," and "The Edge of Night." Love is mommy's and daddy's kiss and hug.

Johnny runs to his mother at night. He gives her a big kiss and says, "Mother, I loves (sic) you," and runs to bed. Mother is ecstatic because she believes Johnny loves her.

Next morning at 8:30, Mother says to Johnny, "Would you burn the papers and empty the garbage on the way to school?" Johnny is not there. The fact is that Johnny does not love his mother, nor has he loved her in the nine years of his existence. He has been emotionally attached to her, but he has not loved.

I believe most Americans have Johnny's kind of love toward their neighbor and toward their nation. To them, love is only a sick, sentimental, saccharin feeling inside. When we talk about married love today, we must also talk about the increase of divorce and separations. I believe that so many occur because there are too many Johnnys who are twenty-three and thirty-five years old, for whom love is only a sick, sentimental, saccharin feeling inside. When it comes down to burning the papers and emptying the garbage, where is love found today?

Consider the eighteen ye old who joins the Marine Corps, goes into basic training, learns about bombs, ballistics and bullets, and learns about the hand grenade, the most fascinating piece of munitions we have. He is taken on the training field and is given a live hand grenade. He pulls the pin, and every cell in his healthy, six foot, eighteen year

old body tingles. He throws it. He now understands shrapnel. Then he is shipped to Viet Nam.

In Viet Nam, he is given hand grenades to hang on his belt and goes into battle. He sees the men coming back from the front lines in plastic bags, masses of bloody pulp from enemy hand grenades. The day comes when he throws his own first hand grenade into an enemy pill box; and for the first time in his young life, he smells the acrid stench of human carnage. Then one day he is in a foxhole with three other men during monsoon season. He is sick and gut tired. He is knee deep in dirty, filthy, stinking muck. There is a thud at his feet and there lies a live enemy hand grenade. It takes the last three moments of his life to look the three men in the foxhole squarely in the eye before he shouts, "Get the hell out of here," throws himself on top of the hand grenade, and waits. Is it a sick, sentimental, saccharin feeling that put him there?

Love is a hard, cold, shrapnel decision to give and to share who I am with others. That is all. It is a decision, not a feeling. Love does not involve my emoting or my feeling. It involves my entire being. I love with every faculty I possess, from my heart and from my calloused blistered hands. If I do not love with my whole being, then I am not loving.

Remember the story of the girl who was attacked in the courtyard of her apartment house in Brooklyn? She cried for help; and her neighbors came out and lined the balcony of that courtyard, watching her assailant return five times to stab her. She bled to death on her doorstep, and not one person lifted a finger to help her.

On a busy city sidewalk in Buffalo, a man bled to death while people stared through a barroom window. A man drowned off a crowded pier in Rochester because people thought his cries for help were a joke.

Not long ago the front page of the newspapers told about a woman who was in labor. Her husband put her in the car and sped toward the hospital. On the way, they stopped at the police station for help; but the policeman said, "I can't help you. I'm off duty." The woman was turned away from the first hospital and had the child on the way to the second; the child died before they got there.

Remember the eight year old boy who was playing with his friends in the sand pile? The sand collapsed and buried his friends. He ran from house to house begging for help and asking to use the telephone. Did he get help? He went back alone to dig out his friends, asphyxiated in the sand.

At a church recently the people were coming out of a Sunday morning service. These Christians lined the sidewalk as a woman came out of the drugstore across the street. She tripped and fell, hit her head on the curb, and lay in the gutter. A man tried to break away from the church-going crowd. His wife took his arm and said, "Dear, let's not get involved."

Not long ago, a car plunged down an embankment along part of the highway between Washington, D. C. and Miami. The driver crawled up the embankment of that road and lay on the shoulder of one of the nation's busiest highways for fifteen hours. No one stopped to help! Of what value is this Judaeo-Christian culture?

We often speak about the melting pot, a lovely concept. We are proud to describe America as such. We are so pleased with the

Irish, the Lithuanians, the Poles, and the Germans because we all get along together. How do we feel about those with Spanish surnames? How do we feel about the Negroes and the poor white "trash?" How do we feel about the "farmers" and the "big businessmen?"

America is not a melting pot. It is a thousand and one encrusted sub-cultures. Much of the encrustment is the superficial sophistication of middle class life. America is segmented; it is not a neighborhood with the brotherhood we proclaim.

Consider life, liberty, and the pursuit of happiness - those things we guarantee to our people.

Life! Several months ago I got up at 5:30 in the morning, put on a heavy farm jacket, and went into the field behind my house. Because I had to dig a hole, I took a spade along. The ground was still hard from the winter frost. I dug all day because the hole had to be five feet deep. After I dug the hole, the four little migrant boys who live with me carried a pine box to the edge of the hole. Together we buried it. It contained a year and a half old migrant baby boy who could not get a doctor or hospitalization when he needed it. Life?

Liberty! I watched the roadside not long ago as eleven little Negro migrant children stood waiting for the school bus. The school bus came down the road and over the hill, stopped here and there along the way, came around the bend, and made the last stop before ours. We were next. The driver started the school bus and drove right on by. Now what can be said to a nine year old Negro boy about liberty at that point?

The pursuit of happiness! At 4:30 one morning not long

ago I was called out to help drag the bodies of three seventeen year old boys from a car they had wrapped around a tree. There is nothing more promising, more filled with the spring of life than a seventeen year old boy. Now, these boys were dead. The three of them had died pursuing happiness in our land.

Today our challenge lies in the cliches we have been bandying about for the past century: the melting pot; life, liberty, and the pursuit of happiness; democracy; and Judaeo-Christian culture. To what do we invite the tired masses of the world? There is one ethnic group in this nation that we have invited to two hundred years of slavery. The time has come when you and I must recognize that America is not, after all, a great nation.

When I graduated from high school, I was totally indoctrinated. Our social studies books told lovely stories and had lovely pictures in them. When I graduated, I was told that I was lucky to be an American which meant that I could leave that high school, make my way in the world, and "do my thing." I was free to make as much money as I could possibly make. Thus I could earn success, and thus was I lucky to be an American. I believed there was nothing I had to do to make America great, for that had already been accomplished. In that belief lay the problem, because America is not a great nation, and there was something that I needed to do other than just enjoy the luxury of my citizenship.

John Steinbeck's epics, Travels with Charley, Grapes of Wrath, East of Eden, and The Winter of our Discontent, described the American people as he saw them. In America and the Americans, he compared Americans to hunting dogs who must be kept hunting to be sleek, attentive, cooperative, and agile, but who became fat, lazy, shiftless, and conten-

tious when they are retired from hunting. Steinbeck saw Americans today as being like retired hunting dogs because we have lost our purpose. What purpose our nation's present priorities have given us - to wage war and to produce a science and technology giving us military supremacy - the young people today are not buying.

America is, by no means, a great nation: she is <u>becoming</u> one.

American citizenship is not a luxury to be enjoyed. It is a responsibility to be assumed. Service to our nation does not begin with induction and end with discharge. It begins with birth and ends with death. We can no longer speak of the ideals, the principles, and the basic beliefs that constitute America's foundation as being accomplished facts of which we can be proud. They are goals toward which we must work. We are trying to realize them, but they have not been made real as yet. America is only in the process of becoming a great nation.

The word "becoming" gives direction to our citizenship. Only when you and I feel a part of the vital, dynamic movement, which is the pulsing, throbbing, vibrating becoming process, can we consider ourselves true citizens of our nation. It is then that we are involved, and only when we are involved are we true citizens.

America is a vibrant nation, vibrant with frustration and vibrant with creativity. Because of creative frustration, we will become a great nation.

In the whole becoming process, educators hold the key. Fortunately, no educator has made a grandiose statement about our

trip to the moon. I am glad that educators did not claim that this was a product of our wonderful educational system because I was afraid that someone would also mention that the closed-minded, shallow, superficial, racist attitudes of our nation are equally the products of our educational system. The people who are unwilling to be open to understand another ethnic group, life style, or socio-economic background are products of our educational system just as much as are the men who try to put us on the moon.

Education must minister to the total man. There are too many racists today who know so much mathematics and know how to read so well, but are not people. Are we educating persons? Remember <u>educare</u>, meaning "to draw forth?" Are we educating the whole man to be an open individual, one who can communicate and attempt to understand? Are we too tied to the academic standards of segmented disciplines? Are we dealing with total persons? That is the basic question. The key to the future will be people who are open and who attempt to understand other people.

When we talk about the disadvantaged people, we are talking about poverty. Poverty is not a problem of the pocketbook. It is a problem of people. Poverty is not an economic problem. It is a human condition. Poverty will not be solved by the handout or the welfare check. We tried this the last century, and it has not worked. Poverty is not a lack of material goods. There are many people who do not have much in the way of material goods but who are very rich people. Poverty is not a lack of material goods, but is, rather, a lack of alternatives. In that sense, the vice-president of a large corporation who spends his day from 9 to 5 in an office rubber-stamping and talking to a machine

and who feels that by being in an office from 9 to 5 his personal creativity has come to an end is just as poor as the man in the shanty.

Who are the disadvantaged in our land? Do not forget the vast human and economic wasteland called suburbia. Let us not isolate the people that we patronizingly call poor. Let us understand that we are all poor in the human sense of the word. To solve this kind of poverty is going to require the working together of people from every socio-economic group. As educators we have a real opportunity to be creative by creating the melting pot at last!

Today's observations have been made to put into perspective where we stand as a nation, where today's particular challenge of educating the disadvantaged fits into the national picture, and where you and I should be. Since we are educators by profession, we are educators from the moment we get up in the morning until the moment we go to bed at night. Our roll as educators is not confined to the four walls of any school. We have a role to fill all day long, whether in the barber shop, the beauty parlor, the drug store, the department store, or on the sidewalks of our community. We are there to educate the total community to the idea that a school district and our roles in that school district go far beyond the four walls of the particular school facility being constructed. We are involved in <u>social</u> change. We have no legislators here today, an unfortunate reality. If we believe in democratic government of, by, and for the people - and if we believe that we are the people - then this conference and its outcome must not end here. If we, as we

ought to be, are dissatisfied with the priorities that are being set, then let us take the priorities in which you and I believe to the doors of our legislators and beyond. Let us have another meeting like this to which we insist that our legislators come to meet with us because we are people of no small influence in this land: we want and deserve to be heard.

There are pressing problems of which we are aware as we watch our nation becoming. To have three quarters of the people of this nation living on one quarter of our land is not desirable. We do not need to stand helplessly by and allow urban migration to continue. I do not think we want the development of the megalopolis.

When I saw New York City six months ago, I began to wander through the boroughs. My reaction was, "What a tragedy! What an absolute tragedy!" There stood one apartment house after another with people who knew nothing but concrete and asphalt. Is this what we want?

How long are our programs for the disadvantaged going to consist of urban beautification? Why should we build high-risers to pigeonhole people? Is this an educated solution? Cannot new means of transportation and communication be developed? Cannot our imaginative creativity be brought to bear on this particular problem?

On the island of Guadalcanal during the Second World War there was a company of Marines who were there just before the enemy troops took over. As the enemy troops stormed the island, a rear guard held off the enemy as the company of Marines evacuated; and the rear guard gave their lives to the last man. When the war was over, this company of Marines went back to Guadalcanal and built a monument there to their rear guard. The monument reads: "They gave their today that

we might have tomorrow." That is where we stand.

Let us re-evaluate our values and our love of country. As we are becoming a great nation, let each of us feel a part of this vital, dynamic process of becoming. There is something we can and must do to bring America into its greatness. Let us give our today that those children who have no tomorrow may find it. Let us leave today with some action in mind. Let us send our recordings to our legislators as they have sent theirs to us. Let us each become part of the becoming process that is America.

VOICES OF LEGISLATION

National Level

Frank Horton

Just last week in the House, we had the most crucial debate of the 91st Congress. That debate dealt directly with a problem being discussed here - how to finance the increasing cost of our education system.

After two days of debate, covering more than a hundred pages in the Congressional Record, the House voted to add nearly one billion dollars to the education appropriations. These funds would provide additional Federal revenue for school libraries, school construction, and vocational training, as well as money for the urgently needed programs to help the disadvantaged child.

There has been much criticism leveled at "patchwork" approaches to the problems of poverty, unemployment, and underemployment. Such efforts treat the effects of the problem but not the cause.

No one can question that these problems and their detrimental effect on our society as a whole must be eliminated to assure that young Americans - particularly the disadvantaged - have the educational opportunities they need to achieve their full potential

as productive taxpaying citizens.

The lesson of our fantastic success in the Apollo moon landing is crystal clear. The great technology which took Astronaut Neil Armstrong to that first small step on the moon can - and must - be put to work resolving social, economic, and environmental problems on earth.

Apollo II proved that with the proper leadership, the necessary financial and human resources, and a national commitment, we can meet any challenge.

Several years ago, we realized that the necessary commitment to education could be made only with substantial Federal help.

The Elementary and Secondary Education Act, the Higher Education Act, the Vocational Training Act, the National Defense Education Act, the Bi-lingual Education Act, the International Education Act, the Education Professions Development Act, the Health Manpower Act, and many others are legislative landmarks to our Federal commitment.

It is an economic fact of life that this commitment to help educate our people is the most important item in our Federal budget.

When the Nixon Administration took office in January, the new HEW Secretary Robert Finch wisely sought meaningful increases in many categories of education aid in the 1970 budget.

While the increases Secretary Finch sought would not have brought current funding levels up to the implied promise of the authorization bills, they would have served notice on the educators and on the families of America that our Federal government - even at a time of budgetary difficulty - intended to pursue educational excellence in this country. Instead, cutbacks were sought, compromised, and recommended to Congress.

While I have no quarrel with the goal of a balanced Federal budget during a serious inflationary period, I do question the priorities which are employed to produce cutbacks in crucial education programs.

The need to provide the world's best educational opportunities for American children is of the highest priority.

Programs for library assistance and construction, for education of disadvantaged inner-city youngsters, for desperately needed loans which open college doors so that deserving students can achieve their potential, for innovative Title III programs which can save children now lost to a productive society because of a hostile environment - all of these must be given priority and the resources they need to be effective.

School systems today are faced with a funding squeeze at every turn. Annual school budgets are increasing. Larger portions of the increases go for well-deserved teacher and staff salaries or to finance higher enrollment. Little or nothing is left to improve the quality and impact of the education program.

In fact, many schools are phasing out so-called "low priority" programs, such as athletics, physical education, driver education, after-school clubs, and others.

Federal funds are really the only revenue earmarked for education program improvement and enrichment. Without these funds in sufficient quantity, some schools can do little more than keep their doors open from September through June, and some cannot even accomplish this.

Legislation I have introduced, calling for block grants to

states for education, would go a long way to fulfilling the Federal commitment in terms of funding as well as allowing necessary local flexibility.

Educators, parents, and concerned citizens both in and outside my district have written about our Federal education funding policies.

Their appeal is not a selfish one. They are not indifferent to the problems of inflation and Federal budgeting. They are in a position to identify a high priority national problem and to seek out what they believe is a proper and adequate response from the Federal government.

We must respond with support for significant increases in these crucial programs.

The most important investment each of us can make is in education - in our education, in the education of our children, and in the education of all our people. There is no better or surer way to treat the cause of our domestic and urban ills than to invest today's tax dollars in the futures of our young people. Without such an investment these Americans will have a bleak future ahead of them.

With such an investment we can fulfill our promises and strike to the very root of the human problems in our great nation.

When we talk about the problems of the disadvantaged and educating the disadvantaged in this country, we must look at the experience that we have had in recent years. There have been new approaches and innovations, such as Head Start, finally giving belated emphasis to helping children prepare themselves to function effectively in schools.

We are in a period of pause with reference to national efforts. Those of us who believe we should increase expenditures in many of these areas will be fighting a very difficult uphill fight in the months ahead. We will be doing our best to see to it that existing programs that are working effectively are funded at an optimal level.

Legislatively, we have fought several battles already and lost. The educational opportunity grants bring from high school into the university community those children who have latent talent but who do not have the money. That program has been cut back, in fact, virtually eliminated. It was eliminated in the United States Senate, and it was eliminated in Congress. Head Start will proceed at about the level that we have had in recent years.

In the time ahead, we will see some beginnings of new programs. The President has given a very high priority, in words at this point, but not much actual program, to an approach to help children from birth to five years of age. This is a very important expansion of the concept of Head Start and child care.

We must all recognize, I think, that when we deal with the problems of educating the disadvantaged, there are very great dif-

ferences between those in urban and rural settings. One of the problems that we ran into in the original war on poverty, and other programs especially designed to increase our efforts in these areas, was that the programs were not well-designed to meet rural problems. As a result, in the early days of the war on poverty, a very high proportion of the money went to urban areas. Urban areas were prepared with experts to file the forms and applications and administer programs that rural areas had never had very much experience in administering. We now fairly well realize this situation, but we still do not know enough about how to approach the problems in the rural areas. They are very distinctive problems: the problem of poverty's being less visible in the rural areas, the problem of distance, and the problem of the lack of a community feeling among many of the disadvantaged because they are isolated. The problem of Harlem, for instance, where there is such congestion, is quite different from the problem in Livingston County, or Wayne County, or any other upstate county where there are plenty of poor but where they are harder to reach.

We must have new approaches to reaching the migrant. This is perhaps the most intractable of all these problems. A migrant family that is constantly on the move is very hard to reach. My children were in school in New York State in the fall and in the District of Columbia in the spring for a period of time when I first went to Congress ten years ago. This arrangement worked satisfactorily for a few years; but after they got to third or fourth grade, the problem of bringing together the curriculum of two different school systems was very, very burdensome and difficult for my children. When you consider migrant children's moving quickly from one place to another, the

whole situation is certainly compounded.

When we talk about the problems of education, it is a mistake just to talk about the young people. If we are going to reach the very young children effectively, and this should be our highest priority, we must reach the entire family. There is a trinity - father, mother and child. If we educate the young person in Head Start, for instance, and he consequently begins to function effectively in school, we find that there is increased torsion and tension within the family. Therefore, the whole approach of Head Start to child development must be expanded. In the new approach of President Nixon, we must encompass the entire family, reaching to the parents through the children once we have begun to reach the children. This is going to take money. This is going to take a reallocation of our resources; it is going to take a rallying of public opinion to insist that we set the priorities and to see to it the money is made available. It must be possible to let "each become all he is capable of being."

Ralph Yarborough

Improving education for children from the disadvantaged families is becoming a foremost challenge for all the American people. For all the scientific marvels that we have, even landing on the moon, we still have not developed programs to give functional education to the millions of handicapped and disadvantaged children in this nation. In my own state of Texas, for example, eighty per cent of the children from the Spanish-speaking families drop out in the first grade and the median of education for those Spanish-speaking families is 4.8 years. That is the lowest level of education

in our society, simply because we have not had bi-lingual education to give those boys and girls an opportunity in life.

Now we are creating opportunity under Title VII in the Bi-lingual Education Act. While writing it, we held hearings in New York as well as in Washington, Texas, and California. The late Senator Robert Kennedy and Senator Jacob Javits accompanied me when we held those hearings in the heart of the Spanish-speaking area of New York City.

The three million children from non-English-speaking homes are not nearly as many as those from the English-speaking homes. We can no longer afford to let the many thousands, hundreds of thousands, go out into the world unequipped for any gainful employment. When we take the eight million from the economically deprived homes, and the five million handicapped, and the million and a half with learning difficulties, we have all those who are not equipped to earn a living in a technical society.

I believe that the goal of Title I, to send every boy and girl out prepared to earn a living in this world and to hold a job, is an attainable goal. We must continue skills oriented education in addition to the education in institutions of higher learning. Education must be taken to the disadvantaged, the handicapped - the physically handicapped and the mentally handicapped - as well as to those children in that other category of children who have learning difficulties.

We must devise teaching methods to fit their needs. We must use mechanical equipment as well as human beings with a kind heart and a sympathetic attitude toward them. We must organize our educational system to give these young people a capacity for modern living. The techniques for doing so are not unknown. West Germany, for example, had

a tremendous labor shortage after World War II. With a very high technological skill, they brought in people in their labor forces from such under-developed countries as Greece, Portugal, Yugoslavia. These common laborers could not speak German, but they were taught, and they rapidly learned. Thus, they entered Germany's industrial system and helped to effect her marvelous comeback after World War II. Now, if the Germans could so train such people, we can do that with our citizens.

We know where the education problems are. We know how many children there are. It takes money to solve the problem. Knowing this, for this fiscal year 1970, we, in the Congress, authorized two and a third billion dollars for the problem. The President's budget in April cut that back to one and two tenths billion dollars, just about half what we authorized. Last week the House of Representatives added a hundred eighty-one million back to that 1.2 billion.

I intend in the Senate to fight to hold the House gains and to try to enlarge them. This task takes more than money. It will take new ideas in education and teaching. It will take a willingness to experiment and to adapt. This is your task and mine. It is mine on the Educational Sub-committee of the Senate and on the Appropriations Committee to help you get the money to carry out what you have the will and the soul and the heart to do. It is up to you to find new approaches to teaching the disadvantaged so that there may be an end to the inexcusable national waste and drain on the brain power, the earning capacity, and the way of living of millions of our people.

I would like to begin with a brief history of Federal legislation in education that is either directly designed to deal with disadvantaged children, or could have had some bearing on them in the future.

Ten years ago it was the poor who were the forgotten Americans. The National Defense Education Act marked the first major Federal commitment to education. The commitment, arising in the wake of Sputnik, resulted from America's discovery that American technological supremacy was under serious challenge. In Congress at that time there was hardly a whisper that there were those with high school diplomas who could not read, or that others were going to school in shacks. Very little attention was given to the children leaving our school systems who dropped out or were passed out. In 1958, large numbers of poor school children were uneducated, defeated and frustrated; they were likely to remain so.

The passage of the National Defense Edcuation Act, however, did mark the first national recognition of the importance of education for the health and progress of America. This recognition was transferred in the sixties to an understanding that educating disadvantaged children, truly educating them, was in the national interest; for in the 1960's America seems to have discovered the poor. The 1964 anti-poverty law was a major expression of that discovery. Congress became aware that children were going to school hungry every morning, that the children of the poor were not sent to school with the same background of experiences as middle class children. Congress

became aware of the rural shacks and urban firetraps used every day as schools, and of the dearth of books and materials to supply them. Finally our Congress became aware that we were leaving a whole population of children to become adults with no chance to participate in what we normally think of as the rights and responsibilities of all Americans.

In 1965 an avalanche of legislation was passed, and this became the basis for all the major education programs that the Federal Government administers today. In just a few short years of the sixties, a great deal of legislation was passed in Congress which granted authority, if not the money, to enter into almost all aspects of education for disadvantaged children.

The Office of Education, during these same years, grew from a small statistics-gathering agency in the pre-1965 days to an agency which now operates a four billion dollar budget annually. Nationally, the commitment has been made. The next few years may see a lot of tinkering with the basic legislation, but I doubt that there will be much new authorizing legislation. Most of the needed authority has already been granted. However, we are still faced with the separation of authorization law and appropriation law in Congress. Very recently a historic coalition of education interests in the House succeeded in adding 894 million dollars for education to a House appropriations bill. I think such events are going to continue. School systems across the country have become aware of their legislators and legislatures, and are beginning to exercise pressure in a concerted way for education legislation. It is very clear that the level of Federal spending for education

will stay nearly as it is now for some time. It will probably increase some in terms of total dollar support, but certainly not enough.

There are still some basic questions being asked about what the Federal Government can or should do in respect to education. What effect will Federal involvement in education have on the local educational program? What effect has the investment of the past few years had on the educational product? We know we have bought many services, paid extra salaries for teachers, provided workshops for teachers-in-service, provided libraries and resource centers, and established a corps of specialized teachers. But what has it done to improve the education of the disadvantaged? We really do not know. It is the lack of precision about results which raises throughout the country the issue of whether the taxpayer has gotten anything for his education dollar.

Perhaps some people raise the issue because they did not want to spend the money in the first place. Others seem to feel that the money has gone to support old institutions and will never result in constructive change. In this context, community involvement becomes critical. Without community participation, programs are in danger of doing the same old thing in the same old way, thus reinforcing the status quo. Secretary Finch has recommended to Congress that community organizations be involved in the planning, operation, and evaluation of educational programs. In one case, at least, this item was deleted in the House. Although community involvement is not a popular concept now, I think it is a mistake to minimize its importance.

Another issue in Congressional debates involves two views of the use of Federal aid to education. One view is that the funding

should come as blanket support to supplement local budgets across the country. The contrary view of the Federal role in education is that the Federal government should offer resources for change. This means that grants and funds should be directed at experimentation. This, simply stated, becomes a conflict between fears of "wasting money on crackpot ideas" and "wasting money maintaining a system which is already ineffective."

In closing, I would like to say that there is considerable room in Federal education legislation for good things to happen; but it will take much grass roots involvement to make them happen. It is easy for our lawmakers to listen to the professional interest in educational programs. It is easy for the people in the United States Office of Education to turn out papers. In the final analysis, however, it is up to you as teachers and administrators at the local level to ensure that real progress comes of Federal programs for the education of the disadvantaged.

State Level

Robert Wieboldt

I am here in behalf of State Senator Thomas Laverne, who is chairman of the state legislature's Joint Committee on Metropolitan Problems and a member of the Senate's Education Committee, to talk about the state's legislation in relation to the disadvantaged, urban and rural. The many programs we have are not as impressive a list as the one from Washington. Unfortunately, New York State's burden of providing a mass education for the great numbers of people who do not have special educational problems has resulted in a fiscal burden

which limits New York's capacity to respond to the special educational problems of its citizens. A fertile field has thus been left for Washington's vigorous and many faceted involvement.

I will not attempt to list the New York State programs. I will, however, characterize the efforts that the State of New York has made in participation with the Federal Government as being very wide, very innovative, and very experimental. These efforts probably reflect every known approach that could appeal to a Washington policy maker trying to solve the problem. In spite of the efforts, however, most will agree that all that has been done to date is still inadequate, especially for the disadvantaged.

New York State's Education Department has ranked what it considers to be the major educational needs of the disadvantaged. They are a low level of reading achievement, a low level of verbal ability, a resistance to conventional learning approaches, a negative attitude toward school and education, and a low level mathematical achievement.

Two goals in reading are to increase reading ability and to develop positive attitudes in the students. Educators have said to us that this requires considerably greater use of the small group teaching techniques and more individualized instruction, special remedial programs focused on individual children, and more intensive work in basic skills development. Beyond this, guidance and counseling services are needed which must be made more readily available in both quantity and quality.

The legislature and the policy makers in Washington and Albany characterize these needs as expensive needs. They are expensive because they involve more teachers, who are becoming increasingly expensive; more modern facilities; more instructional materials and

technological equipment; and more talented auxiliary professional personnel, such as psychologists, reading teachers, speech correctionists, and social workers, to handle the special problems of the disadvantaged. With these needs, the problem of funding continues, for the personnel, in particular, are expensive; they are the scarce resource in education today. Any recommendations made about the disadvantaged will concern funds. For extensive specialization the funds are not available.

In view of a general shortage of fiscal and professional resources our education goals for the disadvantaged as well as our general goals for the less fortunate must be re-evaluated. In discussing this particular point, Senator Laverne has stated, "We cannot guarantee freedom from frustration, freedom from pain, freedom from anguish, freedom from death, freedom from sickness, freedom from unhappiness for anybody. We cannot even guarantee freedom from the relative disadvantagedness we call 'poverty'." When the disadvantaged are discussed in the United States, it is often forgotten that the poorest Americans are richer than ninety per cent of everyone else outside of Europe.

Efforts have been made to guarantee freedom of opportunity, to guarantee to each American an opportunity to "...become all he is capable of being," as the motto of this university suggests. Unfortunately, the efforts have not been totally successful.

How can these things be guaranteed? What can be done to expand opportunity? As an illustration, Head Start works to a degree, but not nearly enough children that need Head Start are being given such pre-school training. Certain job training has an eighty per

cent effectiveness which provides an excellent return for the taxpayer when income is boosted. Not enough economic opportunities through vocational education are being created, however.

What is being done for the disadvantaged? Fifty-two million dollars in urban aid exists in the State of New York. For one reason or another, this urban aid is directed at urban districts which have heavy concentrations of the disadvantaged. Such aid restricts its influence on the migrant only to the time after he has migrated. The aid is intended to develop experimental programs and new procedures to bring the disadvantaged into the educational mainstream.

In Rochester, which receives more than one million dollars annually, it is used for two community educational centers, a reading improvement program for junior and senior high students, and an expanded ratio-in-balance program. New York City, where most of the problem children are, receives forty-three million dollars. Buffalo receives three million dollars, The rest of the aid is distributed to approximately forty other districts. The migrant child in the smaller districts is not being helped - nor are othersof the disadvantaged. It is only through Title I that these people are reached.

The Title I appropriation for 1969-1970 for migrant related work in the State of New York is around four million dollars. This funds a host of experimental programs. These experimental programs are designed to produce solutions that are going to work. If these experiments prove successful, further funding is needed. Thus the money question reasserts itself.

In these days of the taxpayer revolution, additional aid to school districts is becoming increasingly hard to get. The securing of

additional aid for the special educational problems is becoming even harder. To coin a phrase of Senator Laverne's, "The horn of plenty in Albany is dried up."

This year a variety of school districts will all be wanting funds for different purposes. Who will get what he asks for is unknown. The legislature is caught in a vise and is inhibited by the need to fund the state's educational establishments through a structure of school districts, through a unique "marble cake" arrangement with the Federal government and with local government.

The structural arrangement contributes to the existence of inequities. Rochester, for instance, suffers from inequities. It receives less state aid than it really should because its tax base is so large; constitutional tax limits hold Rochester back from fully utilizing its tax. It has been claimed that the inner city area of Rochester alone would require ten million dollars immediately to bring education up to equality with the rest of the city.

The city of Rochester provides for its educational needs with a lesser amount of money than the average suburban district. The formulas for state aid, however, do not permit Rochester to be adequately aided. The constitutional debt and tax limits prevent Rochester from adequately responding with its own resources. In addition, it must be remembered that the needs of education are only a portion of the city's total fiscal responsibilities.

The educational expenditure absolutely dwarfs any other financial responsibility of state government. New approaches to funding education must be found. Senator Laverne, Chairman of the

Joint Legislative Committee on Metropolitan and Regional Area Studies, initiated a major study of educational finance in metropolitan areas.

A report, prepared for the Committee by the Rochester Bureau of Municipal Research, published in January, 1969, prompted a look at such existing Metropolitan-Regional Educational structures as BOCES in the hope that solutions might be found. The concept of shared services has been recognized in the BOCES concept, the basic principle being simply that some services could not be provided economically by single districts. It was thought that two, three, or four districts working together could theoretically provide an area-wide service with economy to scale.

Both problems and successes are inherent in such an approach. One problem is that the six largest school districts do not belong to the BOCES units. The city of Rochester has established a major vocational training program. The same kind of program exists through the BOCES organizations immediately outside the city of Rochester. Either program is capable of reaching the other area. That two separate programs exist results in considerable waste and duplication.

A Committee conference in February, attended by many in the State Education Department, the Senate Committee on Education, and a veritable host of local educators, came to the conclusion, however, that perhaps the BOCES approach is not the answer. Under consideration now is a proposal based on developing the concept of regional area-wide educational functions. The basic education, "the 3 R's," would remain the prerogative of the local school districts. Vocational education, certain kinds of aid to the handicapped, special counseling services, special reading, and special educational services would, however, be

provided by the funds of a wider area, such as a county, but those implementing the programs so funded would be responsible to their individual school districts.

Such an approach has not been undertaken anywhere in the state of New York. The only approximations of it are that certain counties, such as Monroe, devote a percentage of their sales tax revenues to all the school districts within it to help run their programs. The difference in the proposed approach is that the money from a sales tax like this would be given to a Board of Regional Educational Services (BORES) to run its program. Some people have suggested the possibility of an income tax surcharge which could be used to finance a beginning step. An attempt is being made to get out of the existing circumstance which permits citadels of privilege in suburban communities while urban cesspools of poverty and ignorance coexist by their side. This situation is aggravated by school districts trying to operate educational programs by themselves, funded on an individual basis from Albany, without a concerted approach to area-wide educational problems.

The idea is to develop a community approach. Concerning money, it is a simple economic principle that finances raised on a larger base produce a greater yield. It would also be significant, and those from Monroe County might particularly appreciate the point, that a county-wide educational forum would be possible to discuss the common educational problems, such as integration, school bussing, the administration of funds, and problems arising from efforts to attract or detract industry's settling in a given school district because its presence would be beneficial or detrimental to that

district's financial base.

The quality of education in school districts is too often determined soley on how much it is going to cost. High cost items for those children that really need it the most are therefore too often cut.

In the legislative session next January, anything might happen. The money to guarantee opportunity to all citizens is simply not available. Taxpayers have paid all they can pay. Certain elements, the disadvantaged, will be discriminated against. They will not get what they need. Is this circumstance the result of a moral and a conscious policy of the legislators and leaders of government at all levels? It is all too easy to blame the system, accusing public policy makers of neglecting the needs of the less fortunate. This is not the case. The situation confronting us is produced by the inefficiency in the system, in the failure to produce the necessary goods and services and to distribute them equally. The only answer at the local level may be in what Senator Laverne calls a regionalization of the delivery system for educational services.

VOICES OF ADMINISTRATION

National Level

Vidal Rivera

Within education a renaissance is occurring. Migrant education is sharing in this rebirth. There is enough change already to warrant criticism, a situation to be welcomed, for it indicates that people are at least thinking about what is going on. When such thinking occurs, progress is more likely to happen.

Education, in the past, has been more concerned with developing the "typical child." Those who are not so typical have really not been the concern of very many people. Today, however, the situation is different. More people are even paying attention to migrant education.

Part of the migrant problem is concerned with space and distance and the problems engendered by these. For instance, to work with migrants, and sometimes to be a migrant, in the state of Texas, where migrants are a very real concern, is like traveling from Maine to Virginia and back to Vermont. The problems of such distance, as they affect many migrants, must be brought into perspective.

Another problem is the lack of experts. So new is the field as a focus of study and action that there are few, if any, who fulfill the expectations one has of an expert. Perhaps the one who comes closest to this expectation is Cassandra Stockburger who is likely to refute her classification as such.

Most of education today is for static populations of people. An administrative problem is to gear thinking to mobile populations, whether they are the rural migrants or transient children of the inner city.

The children of migrants move from state to state. In so doing they become ambassadors of the educational systems of the states from which they come. We share the same future. Why not share some of the ideas?

The sharing of ideas is occurring more frequently at conferences, workshops, institutes, seminars, and practicums. It is a good sign, part of the renaissance, that the New York State Center for Migrant Studies exists and provides help for the migrants of New York as well as for other states such as Virginia and Florida.

In migrant education today, there is a camaraderie in the exchange of information about the migrant child. It is this camaraderie that is enabling those in migrant education to regard initial criticisms of any new proposals as a challenge.

In some schools, once familiar songs and stories are being updated in the vernacular by the children themselves. Consider one child's revision of:

I'm a little teapot, short and stout,
Here is my handle, here is my spout.

to

I'm a little teapot, short and stout,
Sock it to me, baby, let it all hang out.

Children will simply not be molded into the image and likeness expected by their elders. In migrant education, this intractability is being recognized. Innovations are being tried.

The United States Office of Education is looking for relevancy. Good efforts are continuing to be made. That there are such conferences as this, where ideas can be interchanged, is encouraging. Surely solutions will be found, and the need for specialists in solving the problems will no longer exist.

State Level

Pratt Krull

There are three major issues with which teachers and administrators should be concerned. First, is there really a difference between educational techniques which succeed with the urban versus the rural child? Second, what special training, if any, do teachers need? Third, what are the problems to be faced in getting enough support for the program?

First, is there really a difference in teaching techniques? The theme selected for this conference points to the answer. In my judgment, the complex problems faced by the classroom teacher in working with disadvantaged children are basically the same, whether we deal with the rural migrant child or with the ghetto child.

It was pointed out in a recent article by Ira Kaye in an OEO publication that the urban disadvantaged child is a migrant.

He is also a migrant within the city, moving as often as three and four times during a school year. Mr. Kaye stated that between five hundred thousand and six hundred thousand people migrate from the rural to the urban setting every year. They arrive in our large cities, unskilled and ill prepared to survive. This flow of unskilled family groups into our urban areas remains unabated. We have no reason to believe that it will cease unless significant steps are taken in improving the education in the rural areas from which they come, which is mostly from the South, as you know.

If we are preparing children for adult life, then we have a responsibility to provide them with the skills to earn a livelihood: this is not being done. The migrant stream of unskilled workers moves north.

As the ghettos become larger and larger, those in the white middle class who can afford to do so move out to the suburbs. When the ghetto dweller gets a chance to move, if he can at all, he is limited as to where he can purchase a house or rent a home, and he finds himself and his family in a suburb which is rapidly turning into a ghetto. In the metropolitan New York City area, the best examples of this would be the communities of Wyandanch, Roosevelt, and Malverne.

Ghettos spring up as a result of shoddy and illegal real estate practices and poor planning at the state and county levels by welfare agencies. Schools in these communities, as in the urban ghetto, find themselves ill prepared to cope with the steady influx of disadvantaged boys and girls. Middle class white teachers are often dismayed, lacking experience and skills so necessary to work effectively with children from another culture. Administrators are confused as

they seek meaningful administrative arrangements and increased staff in an environment of tight budgetary restrictions. Many local boards of education - not all - either play ostrich with their heads in the sand or neglect to assume the leadership role which they, as state officials, have a duty to perform.

My second point concerns the training of teachers. Your presence here at this conference is witness to your commitment to know, understand, appreciate, and work with the disadvantaged child, be he rural or urban. As I mentioned earlier, I see no fundamental difference in how these children learn or in the basic needs, desires, or stimuli to which they respond. More of the difference is in how the teacher perceives the child and how the child responds to the teacher's perception. Am I talking about empathy here as a two-way street? I may be. The "hang-up" seems to come from the inability of the teacher to understand and appreciate the cultural environment which has nurtured the child for the five years before he entered the classroom and continues to exert its influence through all his school years and beyond.

Spend some time, as I know many of you have, walking the streets of a ghetto. Look at the garbage heaped where there should be lawns. Look at the run-down homes, many without heat. Look at the stripped cars made that way by dope addicts trying to support a hundred-dollar-a-day habit. Look at the maternal families that cannot afford a father for fear of losing welfare money. In such an environment, what motivation is there for a child to get up the next day?

In our rural areas, you will find similar situations.

Visit a migrant labor camp. Look at the unsanitary conditions and the inadequate heating and plumbing. Look at the labor camp where stability is more a function of the crew chief than anything else. Understand a child, respect him for the frustrations he bears, and you will be a better teacher, friend, and counselor.

My third point concerns the financial outlook, present and future. Concerning federal funds, we are somewhat optimistic. The recent appropriations by the House of Representatives seem more favorable. Within New York State this past year, Title I of ESEA has operated with about a hundred twenty million dollars and has provided programs for some five hundred eighty-two thousand boys and girls. Sixty-six percent of these children are found in New York City. During the 1967-68 school year, we found that forty-four percent of the sixth graders in New York City were below the minimum competence level in reading.

The State funded urban education program has been mentioned. During the past school year fifty-two million dollars was allocated to it. Briefly, the major thrusts of the program are: First, community education centers established to serve as focal points for providing educational and other related services to disadvantaged areas; secondly, quality incentive grants designed to promote on-going programs which have promise; and thirdly, and probably most importantly, the urban teacher recruitment and training program which is aimed at the recruitment, training, and placement of teachers and auxiliary personnel in disadvantaged areas. This includes internships for college graduates, pre-internships for college students, and the training of under-employed people in the community to prepare them for paraprofessional positions in the schools. Programs for language development in a dialect or second

language are also included.

Another major state program this past year resulted from the appropriation of six million eight hundred thousand dollars for demonstration pre-kindergarten education. In order to attain the Board of Regents' goal of pre-kindergarten education for all three- and four-year-olds from economically disadvantaged families by 1973-74, a significant increase in this figure will be required.

Continuing education is another concern on which we want to keep the spotlight. We are suffering a surprising economic loss because of unemployable people. In New York State there are three hundred fifty thousand adults with no formal education, many of whom cannot read or write. Two million adults have less than an eighth grade education. Therefore, the Srate Education Department will most probably request funds to expand the existing basic educational programs and to extend the high school equivalency programs and the Americanization education projects. Last year Governor Rockefeller had five million dollars in his budget for additional continuing education programs, but the Legislature deleted it.

In summary, whether a child is urban or rural, a child is a child. For every child there is an appropriate approach to learning. The teacher is responsible for finding it. The effective teacher knows her children. She knows their aspirations, their frustrations, and their "hang-ups." She loves and accepts them for what they are, a trite expression which is nevertheless just as good as ever. Finally, a significant increase in funds from both the state and federal government is necessary if we are to mass a successful coordinated attack on the multiplicity of problems facing the teacher who works with the disadvantaged child - rural or urban.

VOICES OF CONFERENCE PARTICIPANTS

Group I

Lois Wilson

The suggestions from Group I are addressed to legislators, administrators, and other educators. Central to their proposals is the notion that compensatory education must be provided for both the rural and urban disadvantaged. We must increase the amount of money that we spend per pupil.

There are several proposals we wish to suggest to college preparatory institutions. We believe the program of teacher training institutions should be made more relevant to the needs of urban areas. We ask colleges to recognize that people who have backgrounds which are not likely to make them successful in the ghetto can be trained so that they will be successful there. We also ask the colleges to train all teachers, both urban and those who are not going into urban areas, to look at the child and not at the curriculum alone.

We ask the legislators to revise the tax system to decrease the proportion of educational cost which is now placed on the home owner. We think new sources of revenue should be made available for the financing of our schools.

We ask our fellow educators to pay greater attention to the establishment of goals and to the techniques by which these educational goals can be measured. We ask educators to reduce their resistance to change.

We think that there is great need to increase both the numbers and the funding of certain kinds of special programs, including programs which provide for the admission of ghetto youngsters into college programs to help them gain new skills and self-confidence. We think that programs like the Urban Teacher Corps should be expanded and continued. We think there should be an increase in programs designed to help guidance counselors gain a better understanding of the opportunities now possible for ghetto youngsters.

There are several points we believe should be given special emphasis.

1. Urban teachers should be trained in actual work situations.
2. It is very important to focus on teacher attitudes, since gains made by pupils from all-black high schools with almost no resources available have sometimes been greater than the gains of pupils in better-funded, integrated schools.
3. The administrative and legislative criteria for awarding of grant funds should be modified to give greater weight to the probability of meaningful change. Less emphasis should be placed on criteria which focus on the number of pupils who are going to pass through a door.

4. Increased emphasis should be placed on forming coalitions for quality education. It might even be desirable to establish task forces composed of persons from both governmental and voluntary agencies. The task forces should be asked to formulate educational goals for the disadvantaged and for others; to determine which goals can actually be measured and which cannot; and to decide which portions of the educational program should be funded at the local, state, or federal levels. Task forces might help to explain to the public why New York State spends more per pupil than other states do.
5. The disadvantaged child of suburbia should also be remembered. A conference on him might be worthwhile in the future.

In conclusion, we believe that the educational problem of the urban and rural disadvantaged is not being solved today because of 1) the unavailability of resources, 2) the resistance on the part of educators and others to change, and 3) the lack of commitment to public education.

Group II

Mrs. Oscar Willett

Some of the issues with which the Migrant Section of the United States Office of Education is currently concerned are whether or not national policy and a plan for migrant children can be evolved, how the best use of funds can be evaluated, and how to resolve con-

flicts in state laws regarding migrant workers. We, too, see these as problems.

We believe funding is worthy of special attention. We wish our legislators to know that school people can best use funds if they know in advance how much they are going to have so that they can properly plan programs.

We wish to urge administrators, teachers, and school board members to know the community in which they work. We believe they can then better effect changes in community attitudes toward disadvantaged children in rural and urban areas.

We recommend creative and imaginative approaches to education. An example of an imaginative approach is to be found in a community which had no sidewalks but funded thirty-six pairs of roller skates for use in the gymnasium. The funding of this program created an active recreation program that involved both the parents and children and permitted both to enjoy them on Saturdays as well.

We know, too, that many of our young people attend college without any previous exposure to any real social issues of their time. We feel more attention should be directed to providing them with such experience. We believe they should be involved directly in civic projects. We believe that Project REACH, which permits work with urban and migrant workers, is one such project which offers the opportunities we believe students should have.

We believe in total commitment on the part of the individual, commitment on the part of the community, and then cultural involvement, even to the point of risk. We feel school board members must stand up and work for direct involvement in terms of their community integrated

programs. We believe the results will be worth the risk-taking. We recommend it to all people.

Group III

James Smoot

There is strong support for the notion that funds should be given in a lump sum to local bodies or authorities with more freedom to make decisions on the basis of local needs than is now allowed. The regulations for eligibility for the support of the children of migrant workers should be changed so that support can be granted earlier than is now possible. Children of marginal farmers ought to be brought into fuller eligibility for support than is now the case.

Financial priorities need to be rearranged. We need to put people before roads, people before buildings, and people before "lulus."

Creative teaching is also important. It is recognized as being instrumental to meaningful change. Teachers often feel their creativity is inhibited by the procedural regulations of administrators. Perhaps administrators need to attend some of the conferences on creativity.

We believe that the goals of education for rural and urban disadvantaged children are quite similar. We note that some succeed in spite of deprivation. In this is a suggestion that we might learn what accounts for success where all of the strikes seem to be against the child. Consensus indicates that the key ingredient is understanding of the child and responding to him. The child needs to find himself, and we need to help him find himself, accept himself,

and become what he can be. Labels, so often applied, should be used less because we tend then to see the label and not the child.

Unless society changes, no curriculum or program devised is really going to pay a dividend. Societal change is therefore necessary. How to help bring about that change is a significant problem facing education.

In school district after school district, bond issues were voted down recently. The taxpayers' revolt of suburbia must be taken into account. We must develop greater productivity from our educational dollars.

Change may be effected by the ballot. Door-by-door campaigns might convince people that support ought to be made available.

Something is wrong with feedback to legislators. They continue to ask for evidence of the change that the programs they funded were intended to elicit. How and in what form that feedback should be transmitted to Washington should be a concern to all of us.

Group IV

Richard James

Our group sought to identify the term, "disadvantaged." After considerable wrangling with the problem, we arrived at some consensus that disadvantaged children are those whose needs, for one reason or another, are not being met in the school situation in which they find themselves. Some reasons for this might be related to economics, to health, or to what is commonly called cultural deprivation. The group urged caution in considering the last reason, however, for it noted that there are features of different cultures that should be preserved and

that cultural deprivation is not to be interpreted as saying that people who come from the so-called disadvantaged culture have cultural traits of which they should be ashamed.

After coming to some degree of consensus on our definition, we addressed the problem at hand. We concluded that the schools do need curriculum revision in terms of relevancy, and that the current procedures for diagnosing, evaluating, and reporting student progress are not really relevant to the needs of disadvantaged children. The procedure of placing certain individuals in track systems, for instance, is identified as a method that could have a psychological effect of adverse proportions for the disadvantaged child.

The schools need more flexible organizational patterns. There is considerable potential in the notion of ungraded schools.

We need to re-examine the pre-service programs for preparing teachers. The typical pre-service program does not really address itself to the needs of disadvantaged children.

The need for research - research for better teaching, research for better methods of diagnosing, evaluating, and reporting and research for many areas of teaching - exists. Any educational programs developed and funded, or devised, should have the involvement of community and parents as an essential element.

The conventional marking system should be re-assessed. The question of national standards was raised. We wonder if educators, through research or through some other procedure, might identify certain minimum educational standards to be achieved. How this relates to the formulation of educational goals is a question raised within our group.

The most pertinent observation in relation to government programs is that the government should get out of the business of categorical grants and should allow communities to address themselves to individual needs with the financial support from the government to enable them to do so.

Group V

Charles Scruggs

The first common problem between rural and urban children is that both groups are failing to learn. Closely related to this is the problem of the discontinuity of learning, resulting from the mobility problem. In neither group do children remain for an extended period within the same classroom. The extent of classroom turn-over is illustrated by one class of forty children where the teacher's class roster listed eighty-five names for just one semester. Such a turn-over contributes to the problem of learning on the part of both groups.

There is a failure to meet cognitive and affective needs. At the more fundamental biological and physiological levels, there is failure to meet the basic health and nutritional needs of both groups.

Another factor common to both of these groups is the need for better trained teachers. Both groups need pre-school programs in order to acquire the basic preparation on which the school builds. Block programs are needed which will permit local communities to use funds where they see the need.

There are a number of things not common to the two groups.

An obvious one concerns population density and all of the problems related to living in congested areas which are not characteristic of rural communities. Another factor of difference concerns the area of violence and drugs, these being more peculiar to the urban setting than to the rural setting. Community tensions are a problem within the urban setting but not within the rural community. There are differences in the availability of cultural resources which are more readily available to the ghetto youngster in the sense that he is, at least, closer to them physically.

Another factor that indicates a lack of commonality between the two groups is the degree of militancy. There is tremendous militancy within the urban setting that is not found in the rural community, largely because the rural community really lacks spokesmen and an organizational base from which to bring about change. The urban community, by contrast, does indeed have organizations and spokesmen who speak for their causes.

Education should recognize and respect individual differences. If this is done, the needs of the individual child will be met whether he is in a rurai or urban setting. There is a need to reduce teacher-pupil ratio, to reduce class sizes, and to move more toward one-to-one teaching where appropriate. Only by these reductions can teachers come to know their children as individuals. By using more paraprofessionals, teacher aides, and other auxiliary personnel, the teacher-pupil ratio will be reduced and the ideal of one-to-one teaching be more nearly approached. The paraprofessionals need to be drawn from people indigenous to the community because they understand and know the needs of these children much better and

are, therefore, more likely to work with them effectively. It is also necessary to develop techniques and methods, based on individual differences, that foster individual instruction.

Teacher attitudes, sensitivity training, and the awareness of difference in their pupils must be improved if teachers are to help children in either setting.

Extending the school year should be seriously considered. Serious consideration should also be given to continuous progress reporting systems so that a better understanding of the development of each child is reported. Such records can be transferred with the child as he moves, permitting a continuous diagnosis and evaluation of that child's progress.

We believe legislation that promotes the above recommendations should be encouraged. Legislation should extend existing programs and services and develop new ones.

More funds are needed for rural areas. The rural areas lack articulateness, but their need exists nevertheless. As compared to the urban settings, they are not receiving a proportionate share of funds.

Requirements for proposal writing should be altered, making them more amenable to being funded. Some indication of the likelihood of support should be indicated initially. If only two programs are going to be funded, it is rather silly to solicit several hundred proposals. The limitations should be indicated quite clearly in the beginning.

Administrators need to restructure their administrative units and to alter their size. Whether they become larger or smaller would

depend on the administrative unit's needs and objectives. Staff and personnel should be improved in terms of their number, training, and experiences. Proposal writing skills must also be represented. Funds are available to help in different programs, but they often are not obtained simply because administrative units do not have the appropriate staff to write the proposals.

Administrative units tend to be bureaucratic and self-enclosed. They need to be in more direct contact with the community so that more cooperation between the schools and the community can occur.

Group VI

Cassandra Stockburger

Group VI is apparently initially more concerned with differences in the urban and rural communities than in the common problems. The differences rest in one group's being employed for part of the time during which it is contributing to the economy. In many of the urban areas, however, there are many who may not be making any direct contributions to the economy because of a lack of skills, the labor situation's being what it is, a lack of education, and language problems. Related to this situation is an attitude which may be illustrated by the following incident.

The telephone company had a high turnover of employees. They first believed they had no control over the movement of those employees. They decided, however, to take another look to see if there was perhaps some way they could control the situation. By

changing their attitude, they were able to do something about the mobility of their staff. They developed training programs which utilized the potential of the people they had in their employ and thus developed more stability within the company.

This incident suggests the advisability of gearing our programs toward helping people to put down roots in a single community. Such programs, which would deal with the provision of both skills and jobs, would involve the total family.

The educational system is coming to terms with the situation; it is trying to do something within the system as it now exists. There is some question, however, as to whether or not there is movement beyond the present. Are any efforts being made to come to grips with the attitude that existing circumstances cannot be controlled? Can schools become involved in changing the total system? Do they have a responsibility to bring about such change? Do the schools know in which direction they want to move?

We need to continue to pursue the various programs which are attacking these problems until we reach the point of enabling those who move to put down roots. A national commission might be established to take a look at the problems between population mobility and educational effectiveness. Such a measure might ultimately move far toward alleviating the distress of the disadvantaged in both rural and urban settings.

VOICE OF REACTION

Conference Reaction

Roy Edelfelt

I do not know if I am qualified to talk about the disadvantaged. Maybe I am qualified to react. The only qualification I have may be that I was partially disadvantaged by being the son of two immigrants. I cannot forget the feelings of inadequacy that Americans made me feel as I learned the language, or tried to learn it, as a child. Danes cannot distinguish "th" from "t," so "thread" and "tread" were the same for many years. Of course, there were lots of other things too, which make me unable to forget how inadequate people can make your feel when you make mistakes not done in proper circles. It is this which I think we do to disadvantaged people of all types: we make them feel inadequate because we have the gall to feel adequate.

Two weeks ago I was in Michigan in an area where there were a number of Mexican migrant workers. While watching these people, particularly in the evening, it seemed to me that they were having a pretty good time. They were doing a much better job of enjoying each other than do many other families. Their quarters were

not too clean or commodious, but they seemed to be enjoying life with one another. I think those of us in the so-called middle class might want to think about that in terms of our own family lives.

The perspectives I think I can bring to you are gained from having a chance to look at education and teacher education in fifty states in the last seven years. I have also looked at disadvantaged schools in such communities as Seattle, New York, Washington, Philadelphia, Dade County, and San Diego. I have also been in many advantaged schools.

I have been concerned today with the stated idea that we can solve any problem because we set a man on the moon. This idea suggests another problem.

I think that science and social-educational problems are really not comparable. I fear that the people in Congress are going to compel education to use a scientific systems approach which is dehumanizing. I think this is already on the horizon, for they are suggesting even now that we can solve human problems in the same way we can solve scientific problems. I suspect that NASA is really a dictatorship, directed at one goal. Anyone who does not want to play gets out. Now they have achieved their goal, and it is impressive. I fear, however, that if we set single goals for human endeavor or human education, we are going to be more like what we do not want to be than anything we have ever been before. As you hear politicians make comparisons with the NASA program, please call attention to the fact that we are not machines or technologists. We want to make use of technology, but if we try to solve human problems in the education of our people in the same way that the scientific program has been developed in NASA,

I think we will be taking a giant step backwards.

We need thoughtful and open people who are willing to confront problems and people. How open, relaxed, happy, and satisfied are you really? How "up-tight" or closed in your thinking are you? One of the first problems we have as educators is to try to get ourselves adjusted and relaxed, with a healthy perspective on life. This, in fact, ought to be one of the main purposes of a college. We used to call it a liberal education, but I am not sure it happens any more in any college. That is probably why we have a lot of unrest on college faculties and on college campuses.

I would like to direct some remarks to three groups: teachers and administrators, parents, and legislators. I am putting teachers, teacher educators, and administrators together in one box, for I still think we are related and have more to gain from working together than we do from trying to separate. I think we need to make a major effort in changing educators, the group that we are.

We must change attitudes and skills primarily, thus changing the whole concept of schools. Thus far, we have talked very little here about the inadequacy of the present egg-crate arrangement of schools with one teacher and twenty-five to thirty children. I think the self-contained teacher in the self-contained classroom is really obsolete. Interns, teachers, teacher aids, parents, and other children can help in the instructional process.

I think we need to reconsider school staff levels and arrangements in order to provide more help for the brand new teacher, the September beginner who is just out of college. We need to look at other roles for the beginner, not in apprenticeship,

but in a secondary role under the tutelage of an experienced professional. We might also use children as helpers in learning so that fifth graders might be reading for first graders, or tenth graders might be helping seventh graders; and if we use parents (and there are many talented, able parents in the community), we might find it much easier to establish rapport with people in the community which inevitably leads to more faith in what we are doing.

Differentiated staffing is an idea at which we in our office have been looking. In most fields of education, we tend to treat every teacher as if he is like every other teacher.

I think we need to change the approach of teaching so that there is a lot less telling and demonstrating and compelling people to learn what it is we think they should learn. We ought to use the real life of people more as the curriculum rather than the kind of simulated business we now find in textbooks.

I think we can help teachers learn to be less judgmental and not to feel that they have to indoctrinate every child into the middle-class as it is. We should examine how we and our colleagues react to what we call dirty, or smelly, or vulgar people and whether indeed they are all these things. We need to examine the values we place on such characteristics and our rejection of people because they do not have our values. We need to examine how we react to people with different language patterns and dialects, or poor speech and poor writing abilities, or loud behavior, or different feelings about time. We are terribly compulsive about being some place at exactly the right time. How important is time, or different foods, or ways of confronting people? Many of us are so educated that we never face an issue squarely

with anybody. We always talk around it or avoid it.

We must look at ways that other people have fun or enjoy humor. What do they do with their lives in terms of amusement? How do we feel about drugs and crime and sex and drinking? Why not talk about it to find out how people feel?

What about the whole matter of status and credentials? We have become a credentialed society, looking too little at the merits of people and too much at the signs on their backs.

I hope we take a new look at the goals of the schools at the local level so that the people who are affected have some influence on what happens and on what the school program is. Someone talked again today about more reading and more guidance. I think if we keep on doing more of the same better we are not going to be ahead of where we are. Title I of ESEA, for example, invested considerable money in reading programs. In spite of all the money, there is, in my opinion, not much happening.

I asked a friend of mine who is going back to Africa to teach in the bush what the curriculum was. He said, "Reading, writing, and arithmetic." Imagine reading, writing, and arithmetic in a village where they do not have sewers, or indoor plumbing, or adequate ways of storing food. In this country some of these same problems exist with migrant workers, and we are teaching their children things that are largely irrelevant to them. I am not saying that they should not learn to read; but if you pile remedial reading upon remedial reading upon remedial reading and ignore more basic problems, not much is being accomplished.

I also think teachers could be helped not to fear children. In almost every education course in every school we have teachers who are concerned about discipline. Every fall, when school starts, what I hear at the dinner table for the first few days is what the teachers have told the children they can and cannot do, and what the teachers have told them they must do. What a shame that all this is prescribed! Why not ask children what it is that they might want to do together? There is a tremendous compulsion on the part of teachers not to lose control. I wonder if that is a kind of inadequacy within or whether it is behavior of the children that is so bad. I think we need to look at old concepts of right and proper to get at the real problems of what behavior is all about. When people behave in certain ways that are abnormal, there are certain reasons for it: we need to probe those reasons. We need to build more adequate people and become more adequate ourselves.

Education and schools as we know them ought to change from what they are to something different. The school should become a learning center, particularly in communities where we say people are disadvantaged. I think this involves the kind of thing you find in a few schools where the program is not a 9-to-3 operation, but where it includes much more of the day, with many more choices, and includes a number of agencies that have some contribution to make to the education of the young. Maybe we even need to look at new arrangements for the way we organize people. Bettelheim's book on the Israeli kibbutz suggests different ways of caring for the young. I am not saying that we ought to adopt their plan, but our community life now is of such a nature that traditional concepts do not work well in many cases.

I think we need to insure that suburbia does not become a human wasteland of people just as the urban ghetto or the rural slum might be. We ought also to look at the decentralizing of school districts. In New York State, consolidation has been the trend, so that certain services could be provided which would otherwise be impossible in a smaller district. Now decentralization is encouraged so that people will not feel anonymous. In very large districts, people feel that they do not make any difference. We need to get people involved in decisions which affect them.

Let me shift to legislators. One of the things we do not do very well is to describe program proposals so that legislators can understand them. I think we have to be more explicit about what it is we want. We may even have to make it politically desirable for them in some way. We should ask them to do more in the way of long range planning and to make commitments so that we can stop the year-to-year business of planning and get away from the procedure of asking for proposals on a have-it-in-yesterday basis merely because the appropriation was passed today. We must also make a big point of what the alternatives are to the proposals we make - the human alternatives and the economic alternatives. If we do not do something to remedy the situation with the disadvantaged, for example, the expense in welfare, in prison systems, and in loss to a productive economy will be tremendous. These are things that legislators understand even though we may be more concerned about the human loss.

Someone has said that taxpayers will not pay any more, a point we need to consider. But what citizens will pay for depends on their priorities.

We have all heard the recurrent deliberations on the threat of control by the military-industrial complex and the prospect that billions of dollars could be diverted from hardware to human services programs. There may be a chance for educators to have an impact on how that estimated twenty-five billion dollars could be diverted to social, educational, and health programs if the war in Viet Nam is reduced substantially or concluded. I think we need to go on record and make a major battle to divert funds to education and other health and welfare services. We need to start a "write, write, write" campaign. If we are so able with words, let it be on paper to the people in Washington so that it becomes clear to Congressmen that there are two and a half or three million votes out there, all saying we ought to be putting more money into the kind of programs that we have been discussing today.

I do not believe that the money is not available. Our problem is where we spend it.

APPENDICES

A: Who's Who of Program Participants

William Cotton extended greetings to the conference participants from the Division of Education, State University College at Geneseo. He is Director of the Division of Education.

John Dunn served as a co-chairman for Group V. He is the Director of the Bureau of Migrant Education in the New York State Education Department.

Roy Edelfelt served as the conference reactor. He also made available the recently produced NEA film, Promises To Keep, of which he was the Executive Producer. He is the Executive Secretary of the National Commission on Teacher Education and Professional Standards of the National Education Association of the United States in Washington, D. C.

Robert H. Finch extended greetings by letter in behalf of his department. He is the United States Secretary of Health, Education, and Welfare.

Eva Harriet Goff presided at the conference and served as its coordinator. She is an Assistant Professor in the Department of Curriculum and Instruction in the Division of Education at the State

University College at Geneseo.

Charles Goodell presented a filmed message about Federal legislation. He is a United States Senator from New York.

Patrick Hogan served as a co-chairman of Group IV. He is an Associate in the Bureau of Migrant Education in the New York State Education Department.

Frank Horton presented a videotape recorded message about Federal legislation. He represents the Thirty-Sixth Congressional District of New York in the United States House of Representatives.

Richard James served as a co-chairman of Group IV and presented his group's report. He is the Associate Secretary of the American Association for Colleges of Teacher Education.

E. Milton Johnson served as a co-chairman for Group VI. He is the President of the New York State School Boards Association.

Gilbert Knowlton served as a co-chairman of Group II. He is an Executive Board Member of the New York State Association of Elementary School Principals.

Holly Knox served as a reviewer of Federal legislation and as the resource participant for Group V. She is a Legislative Assistant in the Office of Education in the United States Department of Health, Education, and Welfare.

Pratt Krull discussed administrative concerns at the state level and served as the resource participant for Group VI. He is the Assistant to the Commissioner of the State Education Department of New York.

Robert MacVittie extended greetings from the State University College at Geneseo. He is the President of the college.

Gloria Mattera served as a resource participant for Group I. She is the Director of the New York State Center for Migrant Studies.

Vidal Rivera discussed administrative concerns at the national level and served as the resource participant for Group II. He is the Chief of the Migrant Section of the United States Office of Education.

Charles Scruggs served as a co-chairman of Group V and presented his group's report. He is a Professor in the Department of Educational Foundations in the Division of Education at the State University College at Geneseo.

James Smoot extended greetings from the State University of New York. He also served as a co-chairman for Group III and presented his group's report. He is the Assistant Vice-Chancellor for Special Programs of the State University of New York.

Cassandra Stockburger served as a co-chairman for Group VI. She is the Director of the National Committee on Education of Migrant Children.

Father Timothy Weider presented the keynote address, The People, and served as the resource participant for Group III. He is the Director of Project REACH at Perkinsville, New York.

Robert Wieboldt served as a spokesman for State Senator Thomas Laverne in reviewing legislative concerns at the state level. He also served as the resource participant for Group IV. Mr. Wieboldt is the Staff Director of Senator Laverne.

Alice (Mrs. Oscar) Willett served as a co-chairman of Group II and presented her group's report. She is the President of the New York State Congress of Parents and Teachers.

Lois Wilson served as a co-chairman for Group I and presented her group's report. She is the Director of Research for the New York State Teachers Association.

Ralph Yarborough presented a filmed message about Federal legislation. He is a United States Senator from Texas.

William Young served as a co-chairman for Group I and made available a special videotape recording of some of the activities of Project UNIQUE. He is the Director of the Center for Cooperative Action in Urban Education in Rochester, New York.

B: Registered Conference Participants

Adams, Robert ** - Markham School, Pompano, Florida

Aidels, Sharon * - University of California, Oakland, California

Aldridge, Esther - Director, Summer Migrant Program, Williamson Central School, Williamson, New York

Allison, Pauline *** - Elementary Teacher, Stevenson, Alabama

Als, David - Research Associate, Office of Special Programs, Albany, New York

Altman, Babette*- University of Chicago, Pittsford, New York

Anderson, Adell ** - Pompano Beach, Florida

Anderson, David

Avnet, Susie ** - Dade Co. School System, Miami Beach, Florida

Bailey, Mary * - Alcorn A & M, Duckhill, Mississippi

Barnes, Patsy * - Tougaloo, Tougaloo, Mississippi

Barraco, Fred - Elementary Principal, Rush-Henrietta Central School District, Rochester, New York

Beane, Phyllis - Teacher, Rochester City School District, Rochester, New York

Bell, Elsie ** - Markham School, Pompano Beach, Florida

Benware, Carl ** - Groveland, New York

Bickell, Robert - Democrat-Chronicle News Service, Livingston County

Binda, Jeffrey - Executive Assistant to the Director of VISTA, Washington, D. C.

Bivins, Joseph * - Tougaloo, Greenville, Mississippi

Blanton, Julius * - Lincoln University, Bristol, Pennsylvania

Boga, Dorothy * - Rust College, Holly Springs, Mississippi

Bolla, Susan ** - Project REACH, Dansville, New York

Boss, Carol - Assistant in Educational Integration, Albany, New York

Bourdette, Wesley - Executive Director, St. Lawrence County CDP, Inc., Canton, New York

Bove, Richard - State Education Department, Albany, New York

Bowe, Willie ** - South Accomack School, Elizabeth City, North Carolina

Bradbury, Pauline - Elementary School Teacher, Rochester, New York

Burke, Norma * - Dumbarton College, Geneseo, New York

Burks, Annie Pearl *** - Teacher, Pike County, Alabama

Bush, Ann * - Philander Smith College, Little Rock, Arkansas

Butler, Julia - Assistant Professor, SUC Geneseo, New York

Sister Camilla - Elementary School Teacher, St. Francis Xavier School, Rochester, New York

Chandler, Bessie - Yearly Coordinator, Graduate Urban Education Program, SUC Geneseo, New York

Cipriano, Ann Marie ** - Mt. Morris, New York

Cobb, Rev. Robert T. - Director of Migrant Ministry, Syracuse, New York

Cole, Ruth *** - Teacher, DeKalb County, Alabama

Coleman, Irene - Elementary School Principal, Avon Central School Avon, New York

Coleman, Lillian - SPAN Adviser, Project UNIQUE, Rochester, New York

Cook, Elaine * - SUNY Brockport, Brockport, New York

Cotton, William - Director of Education SUC Geneseo, Geneseo, New York

Cristwell, Doretha ** - Markham School, Pompano Beach, Florida

Crawford, Ruth *** - Teacher, Troy, Alabama

Curry, Bessie - SPAN Adviser, Project UNIQUE, Rochester, New York

Davis, John - Representative, Buffalo Teachers Federation, Buffalo New York

Dik, David - Cooperative Extension Specialist, Cornell University, Middletown, New York

Dorlon, Diane ** - Castile Elementary School, Mt. Morris, New York

Driskill, Clarice *** - Teacher, Dawson, Alabama

Driskill, David *** - P. E. Instructor, Dawson, Alabama

Dudley, Robert - Immediate Past President, New York State School Boards Association, Fairport, New York

Dunn, John - Director, Bureau of Migrant Education, NYS Education Department, Albany, New York

Dutcher, Ronald - Chairman NYS Congress of Parents and Teachers, Newburgh, New York

Dye, Robert - District Superintendent of Schools, Monroe #2, Spencer-port, New York

Echols, Stanley *** - Pupil Principal Coordinator, Pike County, Alabama

Edelfelt, Roy - Executive Secretary, National Commission on Teacher Education and Professional Standards, Washington, D. C.

Edmonds, Mary Frances *** - Teacher, Section, Alabama

Edmonds, Quincy Z. *** - Social Worker, Section, Alabama

Edwards, Olga - Head of Extension Department, Rochester Public Library, Rochester, New York

Eldridge, Carol ** - Markham School, Hollywood, Florida

Evans, Ethel ** - Spec. Education Teacher, Accomack, Virginia

Farley, Susan ** - Roth School, Lockport, New York

Fender, Patricia - Head Start Teacher, Rochester, New York

Fields, Marie L. *** - Teacher, Flat Rock,Alabama

Foster, Helen - Professor of Education, SUC Geneseo, Geneseo, New York

Foster, Herbert - Office of Teacher Education, SUNY at Buffalo, Buffalo, New York

Foster, Ruberta - Chairman of Parent and Family Life Education - National PTA, Pittsford, New York

Garcia, Donald * - Dillard University, Dallas, Texas

Gilmore, Irene *** - Teacher, E.M.R., Pike County, Alabama

Goewey, Gordon - Dean of Graduate Studies, SUC Geneseo, Geneseo, New York

Goff, Eva - Coordinator of Conference on Disadvantaged, SUC Geneseo, Geneseo, New York

Gottschalk, Hans - Chairman, Department of English, SUC Geneseo, New York and President - New York State English Council

Griffo, Laurita - Special Education Teacher, Mt. Morris Central School, Geneseo, New York

Gugino, Lou - Director, Summer Migrant Program, Dunkirk, New York

Hamlin, Mary ** - Rochester, New York

Hamlin, Tom - Summer Migrant Program, SUC Geneseo, Geneseo, New York

Harris, James * - Bethune-Cookman, Florida

Harter, Beverley ** - Project REACH, Wayland, New York

Hembree, James G. *** - Teacher, Section, Alabama

Henderson, David - Counselor, SUC Brockport, Brockport, New York

Hendry, Barbara * - Tufts, Rochester, New York

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C: Telegram from Edward Kennedy

I deeply regret I am unable to be with you for this important Invitational Conference on Educating the Disadvantaged in Rural and Urban Settings. May I congratulate the Division of Education of the State University College at Geneseo for sponsoring this conference. The problems you will discuss at this conference have troubled us all. I am sure that the information and suggestions exchanged by the conference participants will be extremely valuable as we seek action on the educational, legislative, and administrative fronts.